**B.Ed. Special Education (V.I.)**

**Title of the Course: Stream based Pedagogy (A-4, Part -1)**

**Pedagogy I- Language**

**(Semester: II)**

 **Credits: 4**

 **MM: 100 (External: 70 Internal: 30)**

 **Contact Week: 15**

**Introduction of the course:**

This course explores the evolutionary framework of Language It develops competencies in teachers to understand the importance and pedagogical practices in language. It addresses the knowledge and understanding of the methodologies, approaches to teach and evaluations in language at secondary level for students with disabilities. The course also focuses on various skills professional development and competencies that teachers need to develop and enrich.

**Learning Outcomes of the Course:**

 Prospective teachers will be able to address the following questions:

1. What is the nature and philosophy of Language.
2. What is his/her reflective understanding of contemporary society and the relevance in teaching of Languages in schools?
3. What is the status of learning Language at secondary school level?
4. What are the issues and challenges in articulating the nature of any language curriculum and its pedagogical practices?
5. How does one evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers.

**Unit I: General Introduction on Language**:  **(12 hours)**

What is Language? Various components of language; Functions of language;

How different are different languages? Critical analysis of the following terms: Dialect, Standard and Non-standard language, classical; Characterizing mother tongue, first language, and second language, bilingualism and multilingualism.

 **Unit 2: Language Policies and Politics (12 hours)**

Power, identity, and politics of language; Language as a medium of instruction and debates about English as a medium of instruction; The recommendations of NCF-2023 on language education

 **Unit 3: Language Acquisition (12 hours)**

Language learning in early childhood; Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher;

Second language acquisition, Critical analysis of exercises, Classroom practices in India

**Unit 4: Language Processes and the Classroom Context (12 hours)**

Oral language in the classrooms; Participation in the classroom; Facilitating language interaction and independence. Language Learner’s profile. Creating secure classroom environment for language use; Space for “risk taking”; Reading: Engaging with books of different types; Comprehension of stories and non-fiction (content area texts) ;Response to literature: Aesthetic and emotive aspect of reading; Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

 **Unit 5: Challenges in Language Learning (12 hours)**

Issues of non-comprehension; lack of independence in language use; Examining the role of school context in creating difficulties for language learners ;Understanding language “disability” and the language teacher’s role in dealing with it.

**Essential Readings**

* Agnihotri, R. K. (1996). Kaun Bhasha Kaun Boli. Sandarbh 13, 37-43
* Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.
* Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli,l aur samaj. Deshkal Publications.
* Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth:. Heineman.
* Kunwar, N. (2015). 'Right writing' in Indian classroom: learning to be artificial. Language and language teaching. Vol 4, No. 1, Issue 7.
* Rai, M. (2015). Writing in Indian schools: the product priority. Language and language learning. Vol 4, No 1, Issue 7, 32-36
* Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and Language Teaching, 1:1. 22- 26.
* Sinha, S. (2009), Rosenblatt’s theory of reading: Exploring literature, Contemporary Education

**Teaching Learning Process**

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged. This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities.

**Keywords: Acquisition, Aesthetic,Dialect method,Assessment,Language disability**